Blended Learning in English Academic Reading to Respond Revolution 4.0

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Abstract: *The 4th industrial revolution effects many areas in today's global era, including higher institution. Internet is the main instrument in this revloution. The limitation of time room availibility of the students will accor if the schools appliy face to face only in leaarning process. Blended learning is the alternative solution to overcome the case of inavility time and palce to learn. In addition to developing distance universities should also equip students with English reading skill. This study is aimed at describing the effect of blended learning on English academic reading by using experimental method with pretest-posttest control design. The sample of this research is 32 students of AMIK Bina Sriwijaya. The data were collected through English reading comprehension test in the form of multiple choice and were analyzed by using Independent Sample T test. Based on the Independent Sample T test output table in the Equal variances assumed section, it is found that Sig values. (2 tailed) of 0.001<0.05.It can be concluded that there is a significant difference between the average learning outcomes of respondents in the experimental group and respondents in the control group. In other word, there is significant effect of blended learning on students reading skill achievement.*

Keywords: *Blended learning, English academic reading*

Abstrak: Revolusi industri 4 mempengaruhi banyak area di era global dewasa ini, termasuk perguruan tinggi. Internet merupakan instrumen utama dalam revloution ini. keterbatasan ruang dan waktu siswa akan terjadi jika sekolah hanya menerapkan system bleajar tatap muka saja dalam proses pembelajaran. Blended learning merupakan solusi alternatif untuk mengatasi keterbatasan waktu dan tempat belajar mahasiswa tersebut. Selain mengembangkan sistem pembelajaran jarak jauh, perguruan tinggi juga harus membekali mahasiswa dengan keterampilan membaca akademik bahasa Inggris. Penelitian ini bertujuan untuk mendeskripsikan pengaruh blended learning terhadap kemampuan membaca akademik bahasa Inggris dengan menggunakan metode eksperimen dengan desain kontrol pretest-posttest. Sampel penelitian ini berjumlah 32 siswa dari AMIK Bina Sriwijaya. Data dikumpulkan melalui tes membaca academic bahasa Inggris dalam bentuk pilihan ganda dan dianalisis menggunakan Independen Sampel T-test. Berdasarkan tabel output Independen Sampel T-test, ditemukan bahwa nilai Sig. (2 tailed) sebesar 0,001 < 0,05. Dapat disimpulkan bahwa terdapat perbedaan yang signifikan antara rata-rata hasil belajar responden pada kelompok eksperimen dan responden pada kelompok kontrol. Dengan kata lain, ada pengaruh signifikan dari model pembelajaran menggunakan blended learning terhadap kemampuan membaca academic mahasiswa.

Kata kunci: Blended learning, Membaca akademik bahasa Inggris

1. INTRODUCTION

The development of technology has now been entering industrial revolution 4.0. This revolution drives the automation system in all the process of activity. As an example, online transport business such as Gojek, Uber and Grab shows the integration of human activities with information technology. In higher education, this disruption phenomenon can be seen from the development of collaborative research among researchers from various disciplines and universities. To cope with this revolution, universities must develop distance learning so that students can still learn and be able to access the learning materials without having to

attend the class, Moreover, learning can be accessed by using internet technology. One of the method is blended learning.

Blended learning is one of the distance learning which means a combination of online and face-to-face learning. The aim is to encourage student to be active participants in their learning by using online technologies to enable or support learning activities that continue outside the classroom and encourage them to arrive in class well prepared. Thorne (2003, p. 2) describes blended learning represents an opportunity to integrate the innovative and technological advances offered by online learning with the interaction and participation offered in the best of traditional learning.

In addition to developing blended larning, universities should also equip students with English academic reading skill. Academic reading skill is very importance in order to read scientific article and other form of formal writing. Hermida (2009,p.20} states that success at the university level mainly depends on existing pre-entry college attributes, including the mastery of some fundamental academic skills including reading, writing, critical thinking, oralpresentation, and media literacy. Academic reading skill is defined as reading with a specifically academic and educational purpose. It differs from other forms of reading in not only the content of what is read, but also in how we read it, and what the author expects the reader to do. Examples of academic reading include more traditional books, dictionaries, encyclopedias, and journal articles.

Although academic reading is one of the essential skills, the students face problems while reading English academic reading. They got difficulties in identifying gist, main ideas, and specific details and even in making inferences about what they are reading. Perhaps the adoption of traditional methods in reading instruction could be the source of this problem. The lecturer also still apply traditional methods or face to face only in teaching English academic reaading without using internet technology. As the result students have limited sources of English academic reading material because they learn only from printed books.

Regarding the problems and the novelty of blended learning above, it is worthwhile putting the new concept. Mixing face to face and distance e-learning can provide an instructional balance between language and technology that helps to update students' knowledge and stimulate their learning motivation. The blended learning approach combines the best elements of online and face-to-face learning. Al-Jarf (2007) studied the effect of blended learning on college readers. He found that there were significant differences between the experimental and control groups in reading skills. Reading achievement in the experimental group improved due to using online instruction. In addition, Kheirzadeh and Bahrami Birgani (2019, p.117) revealed blended learning had a positive and significant effect on reading comprehension among Iranian EFL students. This finding emphasizes the significance and importance of blended learning in language achievement. Therefore, the purpose of the study is to describe the effect of blended learning (combination between internet website application and face to face learning technique) on the students' English academic reading

2. LITERATURE REVIEW

2.1. Blended Learning

The blended learning has been defining by many experts and researchers. They mostly have the similar view points towards blended learning, that is a learning environment which combines internet technology with face-to-face learning in the classroom. McGee and Reis (2012, p. 9) consider that blended learning involve instructor and learners working together in

faceto-face and technology mediated to accomplish learning outcomes that are supported through assignments, activities, and assessments as appropriate for a given mode and which bridge course environments in a manner meaningful to the learner. In addition, According to Sharma and Barrett (2007, p. 7) blending (internet) technology in teaching is commonly applied to a course where all learners meet with the teacher in a f2f class, in which the course includes a parallel self-study component as a CD-ROM or access to web based materials. In blended learning, students are allowed to make use of their gadgets even during f2f class hours to tap the internet resources successfully according to their need, and they love to do it.

Blended learning has some benefits, according to Hande (2014), blended learning has the power to create independent, interactive, meaningful learning, and can be used as a medium for discussion, asking questions, giving feedback, sharing information, and evaluating. Blended learning also has the opportunity to provide more flexible student time and assignments, while students can also more easily understand the content of the material.

According to Lalima and Kiran Lata Dangwal (2017, p.:131), the framing of learning through Blended learning included; Face to face teaching, Student interaction with course content, Peer group interaction, Group discussion and exchange of ideas, Accessing e-library, Virtual classroom, Online assessment, e-tuitions, Accessing and maintaining educational blogs, Webinars, Viewing expert lectures in YouTube, Online learning through videos and audios, Virtual laboratories. From the explanations, it can be concluded that in learning process through blended learning Students have the option of the two modes, Teachers are well versed with both the modes, Students get face to face interaction as well they interact in virtual space, Students get full experience in using new technology, All round development of personality is targeted, Physical development is possible with in campus, Students get wide exposure and new perspectives of the course content, It has a human touch, It provides multicultural and multi dimension approach to teaching learning process, Makes teaching learning process students centered, Diverse role of teacher, Student constructs knowledge rather than just consuming it

2.2. Reading Proficiency and Approaches to Teaching Reading

According to Dubois (1991, cited in Tesser 2005, p. 5) reading and comprehension have developed through three primary stages. The first stage is reading as a transference of information, while the second looks at reading as an interaction thought and language. Finally the third, and present stage, constructs reading as an interaction between thought, language, reader, text, and the context of each of these elements. It is clear that reading is a complex process that many researchers attempt to understand and explain the fluent reading process by analyzing the process into a set of component skills.

There are three general approaches according to Goodman (1988) cited in Abisamra, (2009, p.1) to teaching reading in the foreign language context; the top-down approach, the bottomup approach and the interactive approach. The top-down approach emphasizes readers bringing meaning to text based on their experiential background and interpreting text based on their prior knowledge (whole language). This model promotes the reader as an active participant in the reading process and shifts the reader from earlier views of second language reading as a passive linguistic decoder to more contemporary views of second language reading as an active predictor

The bottom up approach holds that the meaning of any text must be decoded by the reader and that students are reading when they can sound out words on a page. It emphasizes the ability to decode or put into sound what is seen in a text. This model starts with the printed stimuli and works its way up to the higher level stages. The interactive model stresses both

what is on the written page and what a reader brings to it using both top-down and bottom-up processing. It views reading as the interaction between the reader and the text. (Tesser, 2005, p. 5). The reader interacts with the text and tries to interpret the meaning using a range of linguistic or systemic knowledge as well as schematic knowledge.

Some researches made use of CALL technology in teaching. The result showed that the learners improved their proficiency in a language skill (usually speaking and reading) because they could practice it both in the CALL mode and face-to-face mode (Bañados, 2006; Barr et al., 2005). In addition, Al-Jarf (2007) studied the effect of blended learning on college readers. They found that there were significant differences between the experimental and control groups in reading skills. Reading achievement in the experimental group improved due to using online instruction. Alike, Behjat, Yamini and Sadegh Bahjeri (2011) investigated the effect of blended learning on reading comprehension. They reported that reading materials on an e-tool like wikis encouraged reading as they had links and were editable, and learners could access them by just clicking on the underlined term or phrase to enter a new webpage, thus they had access to more reading resources.

3. METHOD

The population of this research is fourth semester students of AMIK Bina Sriwijaya in the academic year of 2018-2019 which consists of 5 classes. The researchers choose two classes as the experiment group and a control group among the five classes using simple random sampling technique. The sample which had been chosen using simple random sampling technique are MI 4a (32 students) and MI 4b (32 students). MI4 a is treated as the experiment class and MI4b is treated as the control class.

This Research is an experiment research because the researchers determine whether the respondents have difference outputs. Cresswell (2012, p. 21) states that Experimental designs (also called intervention studies or group comparison studies) are procedures in quantitative research in which the investigator determines whether an activity or materials make a difference in results for participants. Another reason used an intervention is used because the researchers want to establish possible cause and effect between independent and dependent variables. This means that researchers attempt to control all variables that influence the outcome except for the independent variable. Then, when the independent variable influences the dependent variable, it can be said that the independent variable caused or probably caused the dependent variable. The researchers assess this impact by giving one group one set of activities and withholding the set from another group. In this research, the researchers apply true experimental design with randomized pretest-posttest control group design that can be visualized in the table 4 bellow

Table 1. Randomized Pretest-Posttest Control Group Design

Group	Pre-test	Treatment	Post-test
Randomized A (Experiment)	V	V	V
Randomized B (Control)	V	-	V

(Sudjana 2004)

In this design, pretest and posttest of both experiment and control groups administration were in the form of reading test with Multiple Choice Questions (MCQ) made by Margana (2013) which consisted of thirty items test. After giving pre test, then the experimental group was given treatment namely blended learning method in learning English reading academic for eight meetings, while the control group was treated as usual, conventional learning for

eight meetings. Then, after the learning ended, the two groups were given posttest with the same instrument as the instrument used during the pre test. The results of the two post tests were compared (tested for differences), as well as between the results of the pre test with the post test in each group, the significant difference between the two post test results, and between the pre and post tests in the experimental group.

The data of this research is the result of students academic English reading scores achievement in the form of quantitative data. The data is collected through pre-test and post-test. Pretest is done to see the student initial ability before blended learning in the experiment group method and traditional method in control group are applied. Moreover, post-test is done to see the result of the learning academic English learning after blended learning in experiment group and traditional method in contrl group are applied. The instrument of the pre test and posttest which the researchers used are the same, that, is academic English reading in the form of multiple choice.

There are two stages of analyzing data in this research, preliminary analysis stage and final analysis stage. Preliminary analysis stage is an analysis which is done to find out the prinary condition of the samples before they get treatment. The data to be analized were the pretest score in the experimental and control groups. Preliminary analysis consisted of normality, homogeneity test, balance test. This preliminary analysis was carried out by the assistance of SPSS computer applications. The final stage is done to see the respondents conditiion they get treatment. This analysis has the purpose of knowing the data obtained from learning outcomes (posttest) are normally distributed, homogeneous, and balanced. There are three analysis in the final stage analysis, nemaly Hipothesis testing, Analysis of the average difference average, and Analysis student learning improvement.

4. RESULTS AND DISCUSSION

4.1. Normality test of Pre test

The normality test results were obtained from the pretest conducted before the experiment using the Lilliefors method by looking at the Kolmogorov-Smirnova columns in the output of the SPSS computer application. To clarify the existence of normality or not, this samlpe normality test is carried out twice, namely the data from the pre test value of the experimental class respondents and control class respondents with a significance level of 0.05 and the post test results of the experimental class respondents and control class respondents with the level 0.05 significance. A summary of the results of population normality tests using the Lilliefors method is presented in the following table.

Table 2. Summary of Normality Test Results

Source	Kolmogorov-Smirnov[a]	Decision	conclusion
Exksperimental group	0, .200	H_0 accepted	Normal
Control group	0.106	H_0 accepted	Normal

From the table above it can be seen that the level of pre-test score significance in the experimental group uses the Kolmogorov-Smirnov method of 0.200 and for the Shapiro-Wilk method, the level of significance of pre-test scores is 0.850.

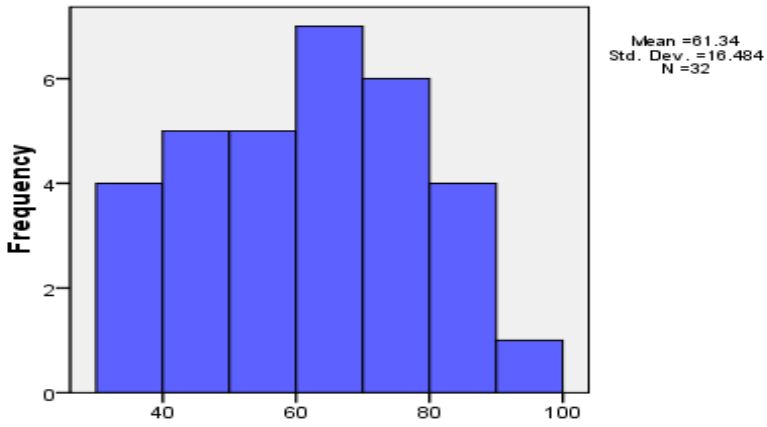

Figure 1: Histrogram of Pre Test Score of Experiment group

Likewise with the control group, for the level of normality of data with the Kolmogorov-Smirnov method, the level of significance was obtained by 0.106 and for the Shapiro-Wilk method, the level of significance of the pre-test score in this group was 0.133.

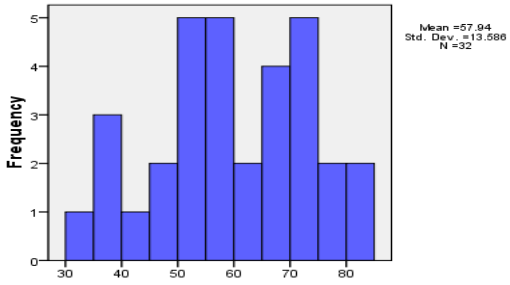

Figure 2: Histrogram of Pre Test Score of Control group

From the calculation results with the help of the SPSS computer application above it can be concluded that the pre-test scores of the experimental group and the control group using both the Kolmogorov-Smirnov method and the Shapiro-Wilk method showed higher values than the predetermined significance level of 0.05 (p> 0, 05). In other words that, the pretest data from the population both experimental and the control group are normally distributed

4.2. Homogeneity test of Pre-test

Homogeneity test is conducted to find out the data taken from the sample have the same variance or homogeneous. In this research the researcher test homogeneity by using levene, fisher test. To test whether each population in this study is homogeneous / has the same variance, the researchers use the Bartlett method by seeing the Levene Statistic column. The results of homogeneity test **for** pretest data by using the Bartlett method are summarized in statistical prices as in the following table.

Table 3: Summary of Homogeneity Test Results

Data	Levene Statistic	Sig.	Decision	Conclusion
Pre test	1.012	0.318	H_0 accepted	Homogen

Based on Table 5.2 above, it can be seen that the Levene Statistic value is 1.012 and the Sig value is 0.318 is higher than the significant level of 0.05, so it can be concluded that the populations have a homogeneous variance.

4.3. Balance Test of Pre-test data

The balance test was conducted to find out whether the experimental class and the control class are in a balanced state or not, before the two classes are treated. The statistics used are One Way Anova with SPSS computer application assistance. The data used is derived from the pretest value given to respondents before the two classes get an experiment. The results of the pretest data balance test using One Way Anova statistics with the help of SPSS is obtained in the following table

Table 4. Balance Test of Pre-test data

ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	185.641	1	185.641	.814	.371
Within Groups	14145.094	62	228.147		
Total	14330.734	63			

Based on the results of the balance test in Table 3.8, it is known that the value of sig. 0.371 which means higher than the alpha value of 0.05 (p => 0.05) thus the hypothesis (H0) of this balance test is accepted it can be concluded that the pre-test data of the experimental class and the control class have the same initial ability (balanced).

4.4. Normality test of Post-test

Normality test is used to see whether the data obtained from population normally distribution or not. The normality test of posttest data was conducted after implementing blended learning in experiment group and traditional method in control group. In this research, the researchers used Lilliefors method by looking at the Kolmogorov-Smirnova and Shapiro-Wilk. The calculatin of normality test is done the assistance of SPSS Computer Application.

After calculating the normality test by the assistance of SPSS, the researchers found that the level of pre-test score significance in the experimental group in Kolmogorov-Smirnov method reached 0.200 value, and in the Shapiro-Wilk method, the significance level of post-test scores was 0.280. Likewise with the control group, for the level of normality of data with the Kolmogorov-Smirnov method, the level of significance was obtained by 0.069 and for the Shapiro-Wilk method, the level of significance of the pre-test score in this group was 0.586.

Table 5. Summary of Normality Test Results

Source	Kolmogorov-Smirnov[a]	Shapiro-Wilk	Decision	conclusion
Exsperiment	0, 200	0.280	H_0 accepted	Normal
Control	0.069	0,586	H_0 accepted	Normal

From the table above it can be seen that the level of pre-test score significance in the experimental group uses the Kolmogorov-Smirnov method of 0.200 and for the Shapiro-Wilk method, the level of significance of pre-test scores is 0.280.

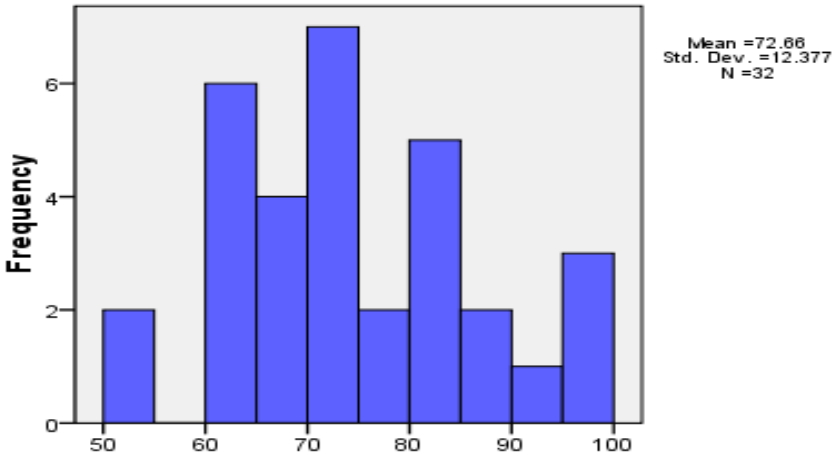

Figure 3. Histrogram of Posttest of Experiment group93

Likewise with the control group, for the level of normality of data with the Kolmogorov-Smirnov method, the level of significance was obtained by 0.069 and for the Shapiro-Wilk method, the level of significance of the pre-test score in this group was 0,586

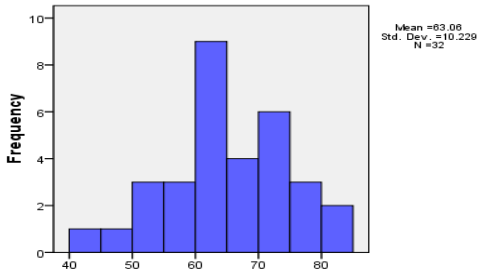

Figure 4: Histrogram of Posttest of Control group

From the calculation results with the help of the SPSS computer application above it can be concluded that the pre-test scores of the experimental group and the control group using both the Kolmogorov-Smirnov method and the Shapiro-Wilk method showed higher values than the predetermined significance level of 0.05 (p> 0, 05). In other words that, the pretest data from the population both experimental and the control group are normally distributed

4.5. Homogeneity test of Post-test

Homogeneity Test is a test conducted to find out that two or more groups of sample data come from populations that have the same variance (homogeneous). Sudjana (2005, p. 250) states that the homogeneity test can be done by levene, fisher test or bartlett test. This test is a requirement before carrying out other tests such as T Test and Anova. This test is used to ensure that the data group is indeed from the same sample. The data carried out by testing are said to be homogeneous based on their significance.

Table 6: Summary of Homogeneity Test Results

Data	Levene Statistic	Sig.	Decision	Conclusion
Post test	1.205	0..277	H_0 accepted	Homogen

Complete data can be seen in the appendix of the homogeneity test results

Based on Table 5.2 above, it can be seen that the Levene Statistic value is 1.205 and the Sig value is 0..277 is higher than the significant level of 0.05 (P=0.05), It can be concluded that the populations have a homogeneous variance.

4.6. The Result of Hypothesis testing

The Hipothesis testing is used to see the difference result in learning between experiment and control groups after implementing the difference metahod of learning applied to both groups. In this research, the researchers applied Independent Sample T-test by the assistance of SPSS software for windows to test the hypothesis. As the basis of taking decision of the Independent Sample T test, the fowlowing are the condition:

- If the value of Sig (2 tailed) is higher than significance 0.05, it means that there is no difference of learning result between experiment and control group
- If the value of Sig (2 tailed) is lower than 0.05, it means that there is difference of learning result between experiment and control group

The result of hypothesis testing using Independent Sample T-test using SPSS can be seen in the follwoing table of group statistic and Independent Samples Test

Table 7: Group Statistics of Hypothesis testing

Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
Post test Control Group	Experiment	32	72.66	12.377	2.188
	Control	32	63.06	10.229	1.808

Based on the results of the Group Statistics above it is known that the amount of learning outcomes data for the experimental group and the control group each amounted to 32 respondents. The average value of the learning outcomes of the experimental group respondents was 72.66 and the average value of the learning outcomes of the control group respondents was 63.06. thus in descriptive statistics it can be concluded that there are differences in the average learning outcomes of respondents in the experimental group and the control group. To prove whether the difference is significant or not, researchers need to interpret the output of the Independent Sample T test below

Table 8: Independent Sample T test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Post test Control Group	Equal variances assumed	1.205	.277	3.380	62	.001	9.594	2.839	3.920	15.268
	Equal variances not assumed			3.380	59.876	.001	9.594	2.839	3.915	15.272

Based on the above output, it is known that the Sig. Levene's Test for Equality of Variances is 0.277, it can be interpreted that the data variance between the experimental group and the control group is homogeneous or the same (Sujarweni, (2014, p. 99). So that

the interpretation of the dependent table Sample T test output above is based on the values contained in the Equal variances assumed table

Based on the Independent Sample T test output table in the Equal variances assumed section, it is known that Sig values. (2 tailed) of 0.001 <0.05.then as the basis for decision making in the Independent Sample T test it can be concluded that there is a significant difference between the average learning outcomes of respondents in the experimental group and respondents in the control group. Furthermore from the output table above it is known that the Means Difference value is 9,594. this value shows the difference between the average learning outcomes of respondents in the experimental group and the average learning outcomes of respondents in the control group or 72.66 - 63.06 = 9.59 and the difference is 3,920 to 15,268 95% Confidence Interval of the Difference of lower Upper)

5. CONCLUSION

The objective of this research was to determine the impact of blended learning on the English academic reading of AMIK Bina Sriwijaya students. By seeing the data from research findings and discussion, the researchers conclude that blended learning effect students English Academic reading skill. This can be frooved by the result of hypothesis testing that there is a significant difference average between respondents. The average difference score is 9,594. this value shows the difference between the average learning outcomes of respondents in the experimental group and the average learning outcomes of respondents in the control group or 72.66 - 63.06 = 9.59 and the difference is 3,920 to 15,268 95%. In other word, blended learning as the method of teaching can make changes students' outcomes in learning English academic reading skill.

This research findings are in line with the study conducted by Al-Jarf (2007) and Ghahari and Ameri-Golestan (2014) who observed similar improvement in the reading proficiency of learners exposed to blended learning in comparison with those who studies reading in a traditional classroom setting. In addition, Cameron (2003), Dziuban, Hartman and Moskal (2004), Dziuban, Hartman, Moskal, Sorg, and Truman (2004) and Dziuban, Hartman, Juge, Moskal, and Sorg (2005) discussed in separate studies that blended learning specifically enhances learner and teacher satisfaction as well as higher learner motivation. It may be the result of this higher level of satisfaction that has made blended learning more successful than traditional face-to-face classes in global research

This reaearch is limited to the academic reading only, on the other hand, the field of research on English are wide and complex, The researchers suggest to the further researcher to develop the area of research on English skill such as blended learning on Reading and writing.

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